SPEECH FUNCTION OF MALE AND FEMALE TEACHERS IN CLASSROOM INTERACTION

*Febri Yanti Nurkhalizah Pohan

** Rahmad Husein

** Siti Aisah Ginting

ABSTRACT

The research dealt with speech function used by male and female teachers in classroom interaction. The aims of this study were: (1) to discover the types of speech function used by male and female teachers in classroom interaction (2) to describe how the speech functions are realized as the ways they are (3) to elaborate the reasons why the speech function are realized as the ways they are. This study used descriptive qualitative design. The data were collected by following instruments: observing, recording and interviewing. The finding of this study revealed that: (1) the types of speech function that have been found in the male and female teachers in the classroom are statement, question, offer, command, initiating minor, acknowledgement, contradiction, answer, compliance and responding minor. (2) For the realization of speech function by male male and female teachers, there are two ways that have been found in realization of mood structure of male and female teachers talk, namely, typical clause mood, and non typical clause mood. In typical clause mood, there are four ways that have been found, namely statement that realized in declarative mood, then, question that realized in interrogative mood, command that realized in imperative mood, after that minor initiating that realized in minor. Beside that, in non typical clause mood, it is found there are four ways in realization of mood by male and female teachers, namely statement that realized by tagged declarative, question that realized by declarative, offer that realized by declarative and command that realized by declarative.(3) For the reasons in realization of mood by male and female teachers, In this study, the researcher found that reasons in realization of speech function of male and female teachers during the learning process was affected by teachers' belief related to the teacher's knowledge about the mood which are typical mood (congruent) and non-typical mood (incongruent). In typical mood, male and female teachers believe by initiating statement, initiating question, and initiating command have particular reasons. In non-typical mood (incongruent), both of male and female teachers believe that the use of Indonesian language influences the realization of speech function in metaphorical remark

INTRODUCTION

Background of the Study

Language plays a very important role in human's daily activities. The function of the language is to transfer information or messages and express ideas and emotions. Human beings use a language in their lives for various purpose. When they are communicating to each other, they obviously produce sentences that consist of its meaning and structures. Here, the semantic aspect (meaning) of sentence is termed as speech functions and at the level of lexicogrammar (structural form), an aspect of interpersonal function is termed as mood (Saragih, 2014:40).

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role. Halliday (1994:68-69) divides speech function into four basic forms: statement, question, offer, and command. The speech function of statement, question, and command are realized by declarative, interrogative and imperative mood respectively. However, the speech functions of offer are potentially coded by any of three moods (Saragih, 2014:5)

Teachers adopt the role of speech functions when they talk in any situation of classroom interaction to deliver their functional instruction in a certain situation. They use statement while teaching in declarative mood, imperative mood as the realization of command in directing students or interrogative mood in demanding information from the students. However, sometimes there are

situations in which speech function is not congruently realized. In speech function, it is termed as metaphorical coding or realization (Saragih, 2014:25).

Chavez (2000) reveals that teachers of different gender have classes with different characteristics. Female teachers were more interactive, supportive and patient with their students than male teachers. They asked more referential questions, gave more compliments and used less directive forms. For example, the general characteristics of a class taught by a male teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent student turns. Similarly, female teachers were described as communicative facilitators and perhaps more tolerant of first language use.

Generally, male and female speakers have different ways in communication. It has been generally assumed that gender is an affecting factor in the process of teacher/student interactions in the classroom. In other words, gender of teachers and students influences the quality of the interactions in the classroom.

This study focused on speech function analysis based on teacher's gender in classroom interaction. It is supported by theory of Lakoff (1975) which states that men and women speak differently, women talk more than men, women break the rules of turn-taking less than men, women's speech is less direct/assertive than men.

Based on the observation, the writer got the problem in teachers' talk. Several utterances are quoted from them as the preliminary data.

Male Teacher: why don't you bring the dictionary?

In this case, students still get difficulties to understand what the teacher meant. They could not understand the function of language whether it was

showing demanding or just asking to them. So that they were confused what really

th

teacher has said to them. Based on Lakkof's theory (1975) which states that men speech is more direct than women. The fact is male teacher speech less direct when interacting with his students.

Female Teacher: bring your dictionary

From the utterances above, female teacher realized her command by using imperative mood. It is opposite to Lakkof's theory (1975) that women use less direct speech when talking with another's person.

Therefore, this study was primarily intended to identify the realization of speech function of male and female teachers especially in SMP Sabilina Tembung. The researcher was interested in analyzing the classroom interaction focusing on the analysis of spoken language. The researcher wanted to know the differences linguistic form used male and female teacher talk especially in mood realization in the classroom. It is regarding Systemic Functional Linguistics analysis on Mood types of interpersonal metafunction which is concerned with the analysis of communicative functions what Halliday refers to as speech function (Eggins, 2004).

REVIEW OF LITERATURE

1. Systemic Functional Linguistics

Systemic functional linguistic (SFL) is a functional approach to language proposed by Halliday which sees language in social context, in order can be begin to analyze and explain how meaning are made in every linguistic interaction. Halliday (2009) argued that a semantic system is organized into three main functional components, or "metafunction". The three components are ideational, interpersonal and textual function.

Ideational function is the concern function of language (Halliday, 2007:183). It is realized in Transitivity and serves to represent situation and events in the world and the entities, action and process involved. It is in the ideational functional that the text producer embodies in language their experience of the phenomena of the real world (Halliday, 1973:106).

According to Halliday (1994:68), it is through the interpersonal function that users of language establish, negotiate and assume their position is social relationship and it is concerned with clauses as an exchange. Interpersonal function is the participatory function of the language (Halliday, 2007:184). It allows for the expression of attitude and evaluation and is realized by mood and modality. It allows the expression of a relation set up between a text procedure and text-consumer (Halliday and Mathiessen, 1997:7).

The textual function of language is an enabling one (Halliday and Matthiessen,1997). It is in the textual function that ideational and interpersonal meaning are actualized (Halliday, 2007:184). The textual function is realized in information structure and cohesion.

2. Speech Function

According to Halliday (1994:30) speech function are action or performance done by a language user as asking, commanding, and answering in order to fulfill the intention of the speakers and listeners. Speech function is used as the medium exchange of their experiences. Speech function is more oriented to functional interpretation, especially, especially systemic functional linguistic (SFL). it means

that, all the utterance involve the four types of speech function (statement, question, offer, and command).

3. Mood System

According to Eggins (2004:187) the system of Mood and modality are the keys to understanding the interpersonal relationships between interacts. By looking at the grammatical choices the speaker make, the role play in discourse, we have a way of uncovering and studying the social creation and maintain of hierarchic, socio-cultural roles. In other words, when a speaker interacts, he may exchange information good & services.

4. The Realization of Speech Function in Mood System

Halliday (1994) states that the relation between the semantics and the grammar is one of realization: the wording 'realizes', or encodes the meaning. The wording, in turn, is realized is a symbolic one. It is not possible to point to each symbol as an isolate and ask what it means; the meaning is encoded in the grammar both of them cannot separate each other in the sentence.

In relation from that statement, there is another theory about semantics and grammar which call speech function as discourse semantics and mood as lexicogrammar. The four speech functions (statement, question, offer and command) find their realization in mood which is an aspect on interpersonal function at the level of lexicogrammar. The representation of speech function 'statement' is realized by 'declarative', 'question' is realized by 'interrogative' and 'command' is realized by 'imperative'. However, the speech function of

'offer' does not have an unmarked representation of mood. It is realized by any

one   of   the

four speech functions. The unmarked realization of the speech functions are realized in mood as following figure (Saragih, 2004:13).

Speech Function	
Statement	Offer
Question	Command

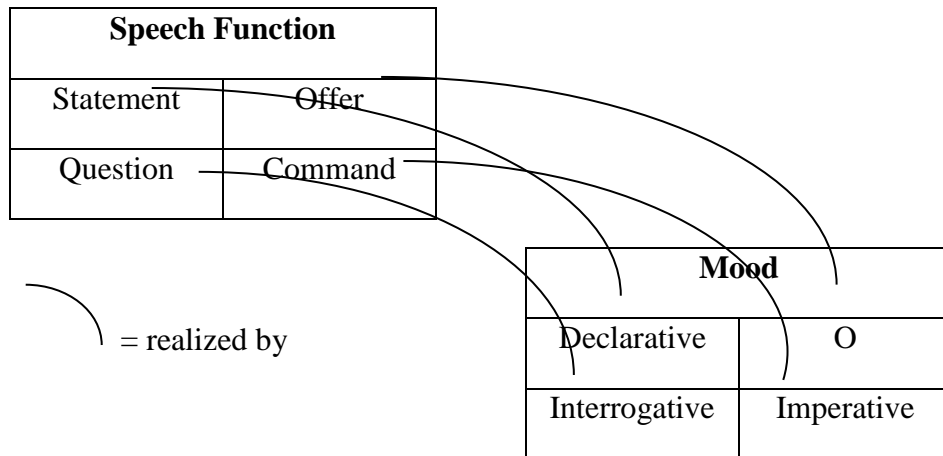| Mood	
Declarative	O
Interrogative	Imperative

= realized by

Figure 2.3 the Realization of Speech Function in Mood

5. Gender in Language

Gender is not something we are born with, and not something we have, but something we do (West and Zimmerman 1987). It means that gender describes what male and female do. In short, how male and female express their thought in doing interaction or communicate with other people.

Gender refers to values, rights and responsibility socially and culturally given to someone due to or as the consequence of the fact that s/he is male or female. Actually, society makes someone masculine or feminine with rights and responsibility attached to each status. In other words, whenever we meet a person, the first thing that comes to one's mind is whether the person is male or female, the person interprets in terms of gender. For instance, one may prefer men to occupy high and authoritative positions, and relate women to lower and subordinate roles or activities.

6. Characteristics of Male and Female Language

According to Lakoff (1975), women's speech is characterized "as more hesitant, less fluent, less logical, and less assertive than men's speech. Women are more talkative, interrupt less frequently than men, use tag question and modal verbs more than men, use cooperative strategies in conversations rather than competitive ones". Therefore, men and women's choice of conversation content, language use or speech style are not different only because of their different sexes, but also because of their socio-culture background setting, social status, power and authority are other factors that determine the degree of differences power.

Lakoff (1975), published book entitled Language and Women's Place. In a related article, Women's Language, she published a set of basic assumption about what marks out the language of women who have difference characteristic with men.

Table 2.3

Male and Female Language Differentiation

Female Language	Male Language
Talk more	Talk less
More polite	Less polite; interrupt more
Ask more question	Give more command
Support each other	Competitive in conversation
More cooperative	More authority

7. Classroom Interaction

According to Brown (2001:165), classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other which takes place in the classroom. Thus, classroom interaction. concerns with existence of communicative interaction raised by both the teacher and students and all students in the classroom.

RESEARCH METHODOLOGY

A descriptive qualitative design was used in this research. Descriptive qualitative design was chosen in order to explore and understand the social phenomenon (Creswell, 2009). The data of this study were clauses uttered by male and female teachers during teaching and learning process. The sources of data of this study were English teachers of second grade in SMP Sabilina Tembung. There were one male and female English teachers who teach in English classes. The data analyzed through the following steps:

1. The result of recording in classroom interaction was transcribed down in form of written transcript in order to get what was spoken by male and female teachers.

2. Segmenting the transcript that has several sentences into clauses.

3. Analyzing the clauses by grouping them based on the types of speech function and moods.

4. Finding the percentage of each speech function which was calculated.

5. Giving the description how the speech functions realized as the way they are.

6. Conducting the interview section to male and female teachers

7. Giving the reasons for the realization of speech function realized in mood.

8. Drawing the conclusion of the result analysis.

DATA ANALYSIS AND RESEARCH FINDINGS

Data Analysis

In analyzing the data, this research followed the step of data analysis. They were transcribing into written forms, categorizing, finding out the percentage of each speech functions, describing, reasoning and drawing conclusion. Those steps were to describe three problems of this research including the types of speech functions in English classroom interaction of the second grade students of SMP Swasta Sabilina Tembung, the description how the speech functions realized as the ways they are and the reason why the speech functions realized as the ways they are. The researcher limited the analysis of speech functions that are realized in mood systems developed by Halliday (1994), Saragih (2014) and Eggins (2004).

The Findings

Table 4.2.4

Total Number and Percentages of Speech Function (Initiating and Responding)
by Male and Female Teachers in Classroom Interaction

No.	Initiation of Speech Function	Male Teacher			Female Teacher		
		Number	Percentage (%)	Metaphorical remark	Number	Percentage (%)	Metaphorical remark
1.	Statement	42	21.8	-	100	31.8	2
2.	Question	54	28	-	100	31.8	4
3.	Offer	-	-	-	4	1.2	4
4.	Command	47	24.3	25	55	17.4	49
5.	Minor	32	16.6	-	27	8.6	-
	Responding of Speech Function	Male Teacher			Female Teacher		
		Number	Percentage (%)	Metaphorical remark	Number	Percentage (%)	Metaphorical remark
6.	Acknowledgement	10	5.1	-	15	4.8	-
7.	Contradiction	4	2.0	-	1	0.3	-
8.	Answer	1	0.6	-	11	3.4	-
9.	Compliance	-	-	-	-	-	-
10.	Minor	3	1.6	-	2	0.7	
	Total Number	193	100%	-	315	100%	-

the students and female teacher with the students. In form of speech function initiation,

male teacher produced 42 clauses categorized as statement with the percentage 21.8%, 54 clauses categorized as question with the percentage 28%, 47 clauses categorized as command with the percentage 24.3% and 32 clauses as minor initiation with the percentage 16.6% of 193 clauses as the total number. There were 25 command clauses were realized in metaphorical remark produced by male teacher. Female teacher produced 100 clauses categorized as statement with the percentage 31.8%, 100 clauses categorized as question with the percentage 31.8%, 4 clauses categorized as statement with the percentage 1.2%, 55 clauses categorized as statement with the percentage 17.4% and 27 clauses categorized as minor initiation with the percentage 8.6% of 315 clauses as the total number. There were 2 statement clauses, 4 question clauses, 4 offer clauses, and 49 command clauses were realized in metaphorical remark produced by female teacher.

In form of speech function response, male teacher produced 10 clauses categorized as acknowledgement with the percentage 5.1%, 4 clauses categorized as contradiction with the percentage 2.0%, 1 clause categorized as answer with the percentage 0.6% and 3 clauses categorized as minor response with the percentage 1.6% of 193 clauses as the total number. Female teacher produced 15 clauses categorized as acknowledgement with the percentage 4.8%, 1 clause categorized as contradiction with the percentage 0.3%, 11 clauses categorized as answer with the percentage 3.4%, and two clauses as minor response with the percentage 0.7% of 315 clauses as the total number.

The realization of speech functions of male and female teachers is two ways that have been found in realization of speech functions in classroom

interaction, namely typical mood (congruent) and non-typical mood (incongruent). In typical

mood, there are four ways that have been found, namely statement realized in declarative mood, question realized in interrogative mood, command realized in imperative mood and minor initiating realized in minor. Meanwhile, in non-typical mood it is found four ways in realization of speech functions, namely statement realized in tagged declarative, question realized in declarative, offer realized in declarative and command realized in modulated declarative.

The reasons in realization of speech function used by male and female teachers are two ways that have been found in realization of speech functions in classroom interaction, namely typical mood (congruent) and non-typical mood (incongruent). In typical mood, they were: (1) initiating statement, teachers give the students new information about the topic of study they will learn; (2) initiating question, teacher can measure the students' understanding about the related topic; (3) initiating command, can make the students be more active in the process of learning. In non-typical mood (incongruent), both of male and female teachers believe that the use of Indonesian language influences the realization of speech function in metaphorical remark.

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the findings have been described previously, conclusions can be drawn as follows: (1) The types of speech function used by male teacher in the English classroom of the second grade students at SMP Sabilina Tembung are statement (21.8% or 42 clauses), question (28% or 54 clauses), command (24.3% or 47 clauses), initiating minor (2.0% or 4 clauses), acknowledgement (5% or 10 clauses), contradiction (0.4% or 2 clauses), answer (0.6% or 1 clause), and

responding minor (1.6% or 3 clauses). The types of speech function used by female teacher in the English classroom of the second grade students at SMP Sabilina Tembung are statement (31.8% or 100 clauses), question (31.8% or 100 clauses), offer (1.2% or 4 clauses), command (17.4% or 55 clauses), initiating minor (8.6% or 27 clauses), acknowledgement (4.8% or 15 clauses), contradiction (0.3% or 1 clause), answer (3.4% or 11 clauses), and responding minor (0.7% or 2 clauses). (2) The realization of speech functions of male and female teachers is two ways that have been found in realization of speech functions in classroom interaction, namely typical mood (congruent) and non-typical mood (incongruent). In typical mood, there are four ways that have been found, namely statement realized in declarative mood, question realized in interrogative mood, command realized in imperative mood and minor initiating realized in minor. Meanwhile, in non-typical mood it is found four ways in realization of speech functions, namely statement realized in tagged declarative, question realized in declarative, offer realized in declarative and command realized in modulated declarative. (3) The reasons in realization of speech function used of male and female teachers during the teaching and learning process are two ways that have been found in realization of speech functions in classroom interaction, namely typical mood (congruent) and non-typical mood (incongruent). In typical mood, the first one is initiating statement where teachers give the students new information about the topic of study they will learn. The second is initiating question, teachers can measure the students' understanding about the related topic. The third is initiating command, can make the students be more active in the

process of learning. In non-typical mood (incongruent), both of male and female

teachers   believe   that   Indonesian   language   influences   the

realization of speech function in metaphorical remark. (4) Speech function used by male and female teacher in classroom interaction shows that a set of basic assumption about what marks out the language of women who have difference characteristic with the men which proposed by Lakoff (1975) is not fully applied by female teacher. Female teacher also uses one characteristic that usually used by male teacher such as more authority in English Classroom Interaction. In addition, Male teacher also uses some characteristics that usually be female teacher such as ask more question, more polite and support each other in English Classroom.

Suggestions

Considering the conclusions above, some suggestions are presented in this part, for teacher: (1) The teacher is suggested to make further exploration on the type of speech functions used in the English classroom to be more various. (2) The teacher is suggested to notice the effect of speech function used while leading a classroom in order to increase the students' enthusiasm. (3)The teacher is suggested to encourage students in producing question in teaching and learning process. While for researchers, it is suggested to conduct varied research in other classroom interaction sessions, for instance in writing, reading or listening classroom interaction which is considered important in improving the students' abilities and ways in learning English as well as improving the teachers' performance in the teaching process.

REFERENCES

Brown, H. D. 2001. *Teaching bymmsazx Principles: An Inteactive Approach to Language Pedadogy*: Second Edition. New York: Addison WesleyLongman

Chavez, M. (2000). Teacher and student gender and peer group gender composition in German foreign language classroom discourse: An exploratory study. *Journal of Pragmatics*, 32, 1019-1058

Creswell, J. W. 2009. *Design Qualitative, Quantitative and Mixed Methods Approaches.* Third Edition. USA: Sage.

Dagarin, M. 2004. *Classroom Interaction and Communication Strategies Learning English as a Foreign*. : ELOPE

Eggins, S. 1994. *An Introduction to Systemic Functional Linguistics.* London: Pinter.

Eggins, S. 2004. *An Introduction to Systemic Functional Linguistics.* London: Continum.

Frankael, J. R. and N. E. Wallen. 2009. *How to Design and Evaluate Researach in Education,* Seventh Edition. New York: Mc-Graw-Hill Higher Education.

Gage, N. L. 2009. *A Conception of Teaching*. New York: Spinger

Gerot & Wignell. 1994. *Making Sense of Functional Grammar: An Introductory Workbook*. New South Wales: Antipodean Educational Enterprises.

Halliday, M. A. K. 1973. *Exploration in the Function of Language.* London: Edward Arnorld.

Halliday, M. A. K. 1994. *An Introduction of Systemic Functional Linguistics*. London: Printer.

Halliday, M. A. K. 2007. *Language and Education.* London: Continuum.

Lakoff, R. 1975.*Language and Woman's Place*.Britian: Cambridge University.

Saragih, A. 2004. *Discourse Analysis: A Systemic Functional Approach: The Analysis of Text.* Faculty of Language and Art. The State University of Medan.

Saragih, A. 2014. *Discourse Analysis. A Systemic Functional Approaches to the Analysis of Texts.* Faculty of Language and Arts. The State University of Medan.